

APPROVED MINUTES

Adult Education Advisory Committee Meeting September 14, 2005 - 10:00 a.m. to 1:00 p.m. Room 241

Present: James Andersen, Rich Belknap, Herb Clark, David Frost, Jeff Galli, Suzette Hudson, Carolyn Johnson, (Secretary) Cindy Krueger, JoAnn Matern (Jared Haines) Hector Mendolia, Sue Meyers, Wayne Mifflin, Edie Mitko, Norman Nakamura, Nate Southerland, and Murray Meszaros

Absent/Excused: Edwin Espinel, Sandi Grant, Marty Kelly, Paula Oakey, Mary Ann Parkinsen, Shauna South, Mary Shumway and Gary Wixom

Welcome: James welcomed everyone in attendance, and had every one introduce who they were and who they represented.

Approval of Minutes

The minutes from August 10, 2005 were reviewed. A misspelled name was corrected and an item under the audit summary was clarified to read: Jeff is checking whether or not the Utah State Office of Education will pay for travel. Cindy Krueger moved to approve the minutes as revised, and David Frost seconded the motion. The minutes were approved as corrected.

Jim asked if anyone wanted to make additions to the agenda, and the following items were requested:

- Review the Agenda for the Directors/Coordinators' Meeting
- Listen to a report about the involvement of DWS and the New Orleans' evacuees
- Discuss the referral flow to send people to the right districts
- Discuss a grant issue that came up.

Review of Bios for Committee Open-Seats

The committee reviewed and discussed the Bios of Marilyn Nunez and Sharif Kaharaba who had both applied for the same open-seat, "Faith-based and Community." The name that will go to the Board is Marilyn Nunez who received the majority of committee votes. James suggested that the committee send Sharif Kaharaba a letter extending to him an invitation to visit their open meetings any second Wednesday of the month.

Comment was made that there is still a position for "At Large" to be filled. It was suggested there should be a closing date.

UBSCT Testing

UBSCT is going to have an impact on every agency in the state. It is projected that 17 to 25 percent of the kids won't receive high school diplomas this June.

Update on Meeting with Workforce Services

James Andersen summarized his meeting with Workforce Services that also involved Tricia Cox, Darla Geery, Steve Leyba, Linda Conway, and Lynn McKenna. The intent of the meeting was to develop a smooth pathway for Workforce Services' customers and adult education students to obtain services.

James made reference to a “Memorandum of Understanding” that has caused a lot of confusion as to what it really means. Does it give Workforce Services access to our information, is there a common data base, can we access one another’s data bases, etc? James indicated there has never been a clear answer. Reference was also made to a recap of minutes from a previous meeting that was very extensive regarding how to improve services by co-training and cross training of staff. James indicated there was an item left off about co-location of employees. He felt it was a critical piece for Workforce Services and Adult Education to collaborate and provide as many ports of entry as possible.

Considerable discussion developed and the following issues were addressed:

- Providing a smooth transition for customers coming into Workforce Services who need educational services provided by Adult Education and Adult Education students that need services provided by Workforce Services.
- Adult Education and Workforces Services working more closely with the State Management Information System to develop commonalities on their forms.
- Developing a common database for easy comparison of customers and students regarding educational training and hours.
- Capability of entering a signed release, where the case manager can put in a student number and bring up attendance right away.
- Determining if the student is making academic or social progress. Again, with the MIS system a case manager can find out if they are earning credit, attending on a regular basis, enrolled in a program for six months, if a post-test was given, or if there was a level gain or increase in score.
- Developing the MIS System in a way that both agencies can calculate the same information.
- The possibility of using common assessments (which is probably not in place in the Workforce Services regions) would alleviate students having to take more than one test.

Suzette offered to research the five regions’ ability to utilize TABE and voluntarily discontinue ABLE. She indicated each region has the autonomy to choose which test or assessment tool they can utilize from an approved list. Her second part of the research would be to determine what resources would be involved for a region to purchase, proctor and score these tests if they chose to utilize the TABE.

Further discussion involved the various costs of TABE and different ways to administer it such as paper and pencil, PC or on-line, and it was questioned as to whether or not a state license for TABE should be purchased. Nate was asked what he knew and briefly explained price structuring and site installations. He suggested that an on-line deployment for a statewide application would be the way to go. Because of the unique structure of our state with rural and urban sites, it was questioned if there would be "on-line" issues.

A number of concerns and questions were addressed as discussion continued with testing:

- Since regions must look for resources, Suzette suggested the possibility of a region obtaining a local license that other regions could work with to save funds and help each other.
- Cindy mentioned her concern of regions going from one test to another and taking the survey or battery or visa versa.
- Suzette expressed her concern as to what version adult education utilizes and is leery about authorizing or facilitating one TABE in particular when adult education doesn’t

know which one they are using. (James mentioned it would probably come up at the Directors' meeting.)

- Rich mentioned there has to be flexibility to use different levels, and comment was made that locators are supposed to be used to get the actual norm.
- Case managers might not be using the locator due to administrative inconvenience and confusion. (It's hard to remember which student should change to what book)
- Some rural districts don't have a computer.
- Things that ABLE and TABE Tests show case managers: Trainability, reading, comprehension, math, spelling and what level the customer should begin with to qualify for training options or needs.
- James indicated whatever a student scores on a TABE test doesn't prove his/her capabilities until the student interacts with staff for about two weeks.
- It is important for the employment counselors to have a good rapport with their customers to get a good assessment and a feel for their maximum ability or potential.
- Since Adult Education has not decided what form to use on TABE, Workforce customers should be accepted by Adult Education for the test they took. There is a need to alleviate the students being over-tested because of different tests. Frequent testing with the same test lowers the validity of any test.
- Adult Education people should be cooperating with their workforce region people.
- John Pierpont wants to develop a pilot model for the rural area, and it was suggested to have one for the urban region.

MIS System Capabilities

James expressed his desire of having a "comment screen" someday that a teacher can type in the assessment of a student, and the case management can see from their screen what training the student needs. He indicated if our state is going to move where they have the potential to go, this would be a tremendous tool and a good place to start. We are identifying common things that will help customers, we can always amend and update according to what we can do legally. Suzette indicated there is an information sharing agreement signed, and Marty and Mary have a copy.

The committee suggested it is a good time to do research for the MIS system and develop pilots to see what works. James requested we get a message to Marty and Mary saying that if everyone agrees to collaborate, we need the programmers at Workforce Services to talk to our people here, (Jack and Jeff) as soon as possible.

Jeff commented that the data also needs to be matched to higher education as well as Workforce Services because the "feds" want records of students moving on to college. Suzette indicated they do not negotiate information with higher education, and Adult Education needs to touch bases with Higher Education.

Rich explained the various systems he works with in Alpine and indicated he hopes the MIS System works because it is a big issue for his district. James said Horizonte is on the phone sometimes ten times a day with Jack and Jeff. He emphasized the importance of bringing a person on board to maintain the system at the Utah State Office of Education. He mentioned that there is a difference between maintaining a system and programming. James stated that they were committed to raising the standard of service all adult education students received in the state.

Mention was made about the Salt Lake District Data System, (at least the end product) is probably the best in the state as long as it deals with traditional schools. Otherwise it isn't flexible for different start times or multiple sites.

Identification was briefly discussed and the fact that we are entering an age of information-sharing. Jeff said social security numbers are the only match to bind the MIS System with Higher Education and questioned what other type of identification could be created. (One suggestion was using the first name, last name and birthday.) Reference was made to a ruling from Carol Lear's office which requires that 85 percent of the people put in the system have to have social security numbers. Jeff said they either have to go with a match or have to do surveys for the feds.

Other Topics of Discussion

Jeff indicated he had been in a meeting with Mike Richardson, Suzette Hudson, Mary Shumway, and Marty Kelly regarding membership on Regional Councils. James indicated it was a recommendation from the WIDA Committee, and we are not represented as well as we should be on those Councils. We need to follow through and get Adult Education involved. Jeff said it would address local-level issues that are different from the Advisory Committee, and means a commitment to the local person.

James reminded the committee that Mike Richardson said that adult education programs should be "one-stop-sites." Indication was made that a percentage of the federal grant money (High School Completion ABE) should be rolled over to the Department of Workforce Services, and the response was made that it would be appropriate if Workforce Services sent representatives to each site.

It was commented that the Interim Committee was supposed to contact the Advisory Board Committee in September as a follow-up to the June meeting, but now it will happen in October or November.

James mentioned there is a surplus of \$125 million dollars, and he would like to use some of it to develop a system where Workforce Services, Adult Education and Higher Education could "talk to each other" regarding employment opportunities. Suggestion was made to make a recommendation to the Governor's Office, and it was questioned if there was something like this on the state level which Nate answered "not really." Suzette indicated there would be a lot of questions about our educational laws of confidentiality to give and receive shared information.

Sub Committees:

James indicated he had planned on having Marty Kelly, the new coordinator of Adult Education, address this item and share her goals. However, she was attending a national meeting and this item was put on the agenda for the next meeting. Speculation was made that there might be redirection of the subcommittees given the new data base, and issues that will arise from the federal recommendations.

UBSCT

Jeff opened up discussion for UBSCT indicating he is aware that Carol Lear and Representative Rey are working on it, and pointed out few options in the law and Board Rule.

1. Districts have to figure out how to give the test by June 2006.
2. Don't test and give diploma. You will be in violation.

3. Don't test and give an alternative diploma.

Extensive discussion took place and the various questions, concerns and issues were addressed:

- Jeff had several questions in the Board Rule and a concern about the student that wanted to upgrade his alternative diploma.
- Cindy read a definition of the Certificate of Completion that was presented to her Board: *The certificate of completion is the last documentation of at least three attempts to take and pass all sub-tests of UBSCT, and/or did not meet all state or district requirements but then completed their senior year and exited the school system.*
- A question was raised as to what did they complete? The answer was completed their senior year. Cindy read the following: *The alternative did not pass all sub-tests and provided documentation of at least three attempts to take and pass all sub-tests or participated under the IEP of the statewide alternative assessment and successfully completed all state and district course requirements.* Comment was made they at least attempted three times and might have passed all but one of the sub-tests.
- Cindy clarified that her information came out of the law, and indicated she and her staff wondered about the following information: *An alternative completion diploma or certificate of completion may be converted to a basic high school diploma whenever the student completes all current state and district diploma requirements.* Several comments in unison said “we’re the whenever.”
- Questions were raised as to who was allowed to give the UBSCT, clarification for starting and cutoff dates, exempting or grandfathering graduates prior to 2006, when are directors going to schedule tests for their adults, how will the diplomas read, does the certificate generate the same amount of funding for the adult education students as the alternative completion diploma verses the basic high school diploma, etc.
- James said everybody could read the rule but come up with different interpretations, and when funding implications for all forty school districts in the state are involved, we all need to be on the same page.
- It was the consensus of the committee that an attorney should define the Board Rule because there needs to be consistency throughout the state, and “one” answer given for all adult education programs.

Lunch

Grant Information

Nate Southerland stated that UEN has received a community connection grant from the National Center for Outreach that is going to allow them to put DVD copies of GED connection TV 411 and Workplaces Central Skills in all the public libraries as resources for community members to use. In conjunction with that, UEN is doing a promotional campaign, primarily at the libraries, and Nate will get the resources both to the Advisory Committee and directors. Nate said the primary purpose is partly to get copies of the materials to the libraries, but more about doing screening and hosting sessions so the library personnel will know it is available and can help people as an “outreach” effort.

- Nate will be hosting two screenings a month.
- Workforce Services, public personnel and adult education people in the area will be invited to come.
- The programs are also going to be made available through Pioneer On-line Library, which can be accessed from schools.

- The programming format has been changed to air in the evenings between 6:00 and 7:00 p.m. and again from 10:00 to 10:30 p.m. at night.
- If people ask about participation, it is either a telecourse or personal enrichment that is available.
- They are trying to make the programs available in as many formats as possible.
- Registration does not have to go through Murray.
- A schedule will be completed in a couple of weeks.
- Nate wants people to be able to call in and be referred to local districts after the airings.

Nate clarified all the questions he was asked, and indicated he needed a current list of numbers for contact people at the district sites. Jeff was referenced to supply Nate with his requested list. There was some brief discussion that directors and coordinators receive GED information two weeks late, and Murray suggested sending in the names of contact people to the State Office so the information can be directed to them.

Comment was made during lunch that the fiscal component of Adult Education is moving over to Workforce Services and it is a “done deal.” James indicated there is a long time between now and the legislative session. Leadership might even change, but reminded the committee to be vigilant and proactive. He suggested to let Mary know because she has a relationship with Senators Stephenson and could possibly talk to him about it.

James reiterated that there was supposed to be a meeting in September but the Interim Committee had not invited us back nor given us any direction. He did indicate several representatives and senators approached him with positive comments after the first meeting. They were not aware of what Adult Education really did.

Clarification from Certification and Licensing

James shared the question that he wanted to be addressed by Certification and Licensing as follows: **“Can adult and alternative educators that are teaching in necessarily small schools issue credit in multiple areas as long as they are licensed educators, similar to the allowance that is given to Youth in Custody Teachers, Special Education Teachers, and Teachers on Special Assignment?”** He felt like the written response he received didn’t clearly answer his question, and requested that it should be on the agenda again for the next month. He requested that Jeff invite Certification and Licensing to the next meeting, and a copy of the invitation be sent to Patti Harrington and Kim Burningham.

Other Business

James reviewed the Directors/Coordinators' agenda for September 20th and made comments on the following:

- Nominations for Advisory Committee: Kim Dohrer's position needs to be replaced, he would still be on the committee as Past-Chair (transition), and there are still two adult education directors' vacancies. He reminded everyone that these adult directors are the people who elect their representatives
- Funding Formula: Scenarios for Change: This focuses on addressing the rural schools (and elimination of the census). He reminded the committee that this group is only a recommending group; they are not a decision-making group. Any recommendation they have for a possible formula scenario comes back to the Advisory Board, then we recommend it to the State Board and they make the final decisions. (Sometimes this is not clear to the group.)

- Federal Review Findings: James asked Jeff if he was going to be specific, and reminded that everybody was invited to the meeting. Cindy questioned if it was a good time for her people to come and ask questions about UBSCT, and Jeff indicated no.

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He encouraged for anybody that served on this committee during the "formula days" to please attend this meeting.

James told the group to give agenda items to Carolyn.

Update on Refugee

Norman gave a quick update and indicated that the Governor's website had a lot of information about them. He indicated that 583 people were brought in, and most of them have gone back to family and other states. About 100 people are planning to stay in Utah.

Adjourn

Edie moved that the meeting be adjourned, and Suzette seconded it. The next meeting will be on October 12, 2005.